DOCUMENT RESUME

ED 081 165 EC 052 539

TITLE	Careers in Special Education.
INSTITUTION	Michigan State Dept. of Education, Lansing. Div. of Special Education.
PUB DATE	Jul 71
NOTE	24p.; Revised Edition
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Employment Opportunities; *Employment Qualifications; *Exceptional Child Education; Handicapped Children; *Special Education Teachers
IDENTIFIERS	*Michigan

ABSTRACT

The booklet briefly describes special education employment possibilities in the state of Michigan for 18 areas of exceptionality or specialized service. Discussions usually include suggestions for professional education, description of work performed, and a listing of desirable personal attributes. Individually discussed are the blind and partially seeing, crippled or otherwise health impaired, deaf and hard of hearing, emotionally disturbed, institutional programs, learning disabled, educable mentally handicapped, severely mentally handicapped, trainable mentally handicapped, multiply handicapped, occupational therapy, paraprofessionals, physical therapy, school psychological service, school social work service, speech correction, vocational rehabilitation, and vocational training for the handicapped. (DB)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 081165

careers in
special education

EC052539

State Board of Education

	Term Expires
Edwin L. Novak, O.D., *President* Flint	Jan. 1, 1973
Michael J. Deeb, *Vice President* Detroit	Jan. 1, 1977
Dr. Gorton Riethmiller, *Secretary* Chelsea	Jan. 1, 1975
Thomas J. Brennan, *Treasurer* Dearborn	Jan. 1, 1979
Marilyn Jean Kelly Detroit	Jan. 1, 1977
Annetta Miller Huntington Woods	Jan. 1, 1979
Dr. Charles E. Morton Detroit	Jan. 1, 1973
James F. O'Neil Livonia	Jan. 1, 1975
Dr. John W. Porter, *Superintendent of Public Instruction*, Chairman, Ex-Officio	
William G. Milliken, *Governor* Member, Ex-Officio	

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CAREERS IN SPECIAL EDUCATION

Published by

The State Board of Education
Special Education Services
Department of Education
Lansing, Michigan 48902

Revised July, 1971

STATE SPECIAL EDUCATION ADVISORY COMMITTEE

MEMBERS

1. Mr. Herschel W. Fort (Term ends 6-30-74)
2. Mr. Stephen M. Glaza (Term ends 6-30-72)
3. Mr. James Greiner (Term ends 6-30-73)
4. Mr. Marvin Howard (Term ends 6-30-73)
5. Mr. Warren Luttmann (Term ends 6-30-74)
6. Mrs. Lou (George) Maniaci (Term ends 6-30-73)
7. Dr. Roy Peterson (Term ends 6-30-74)
8. Dr. Geraldine Scholl, Chairman 1971-'72
   (Term ends 6-30-72)
9. Mr. Mathew Sierota (Term ends 6-30-72)

Department Representative

Mr. Marvin E. Beekman, Director of Special Education

SPECIAL EDUCATION SERVICE AREA

MARVIN E. BEEKMAN, Director

Bruce R. Siders, Supt., Michigan School for the Deaf

Robert H. Thompson, Supt., Michigan School for the Blind

Harrold W. Spicknall, (Acting) Supervisor, State Assistance for the Handicapped Program

Physically Handicapped

Mary A. Blair, Deaf & Hard of Hearing; Teacher-Counselor; Speech

Arselia B. Sehler, Blind & Partially Seeing; Crippled; Homebound & Hospitalized

Mentally Handicapped

Frederic H. Chappell, Trainable Mentally Handicapped

Gene D. Thurber, Educable Mentally Handicapped

Emotionally Disturbed

Bert L. Donaldson, Emotionally Disturbed Programs; State Institution Programs

Teacher Resources

Jane K. Walline, Curriculum Resource

Murray O. Batten, (Acting) Supervisor, Federal Assistance for the Handicapped Program

Jan M. Baxter, Vocational Rehabilitation Coordination

Thomas F. Howard, Finance, E.S.E.A. Title VI

Marcia L. Mikrut, Teacher Approval & Forms Review

For further information call: Area Code 517 - 373-0923
or write: State Department of Education, Special Education Services, Box 420, Lansing, Michigan 48902.

THERE IS A CAREER

FOR YOU

SPECIAL EDUCATION

This booklet has been prepared to help you become familiar with various areas of special education, special services and the wide variety of opportunities available.

On the following pages you will find short resumes of special education employment possibilities which are available in Michigan.

Special education children need someone and that someone just might be YOU.

BLIND AND PARTIALLY SEEING

Today's teachers of blind and partially seeing children face an exciting challenge in the education of such pupils. They are aware of many resources in braille and in large print materials, as well as of a host of other sensory media, each to be evaluated as to appropriateness for individual pupils. Also to be explored are resources in mobility, and in low vision aids, and fresh approaches to the education of blind children which utilize even very limited residual vision. Securing appropriate and individual teaching materials at the time they are needed by each student is an important function of these teachers.

Many teachers of the visually handicapped will also wish to establish a background in courses and experience which will help them work with preschool blind children and their parents, or perhaps to focus especially upon teen-agers, including the vocational aspects of their education.

The most effective of these teachers combine attractive personalities with a persistent commitment to the special needs of these children, along with a full understanding of the rich potentials of blind and partially seeing individuals.

CRIPPLED OR OTHERWISE HEALTH IMPAIRED

For the teacher of crippled children, such as cerebral palsied children, or of children with limitations accompanying other physical handicaps, such as epilepsy, diabetes, or cancer, some medical background and understanding is essential. Even more important is the ability to relate to such children with warmth and realism, to be able to approach them as wholly normal individuals who have physical problems to circumvent.

Multiple or secondary handicaps frequently accompany physical limitations. It is therefore important for the teacher to secure some background knowledge in mental retardation and emotional disturbance, as well as to acquire basic skill in classroom management and in techniques of individualized educational prescription and instruction.

Some teachers function in classrooms or resource rooms, some help children in regular classrooms and counsel their regular teachers, while some teach homebound or hospitalized children.

Wholesome attitudes on the part of parents and staff go far to insure a crippled child's acceptance of himself, and his acceptance by others.

DEAF AND HARD OF HEARING

Without the help of special class teachers of the deaf and hard of hearing, most deaf children would grow up unable to communicate or to understand even the simplest ideas. Teachers of the deaf must be skilled in teaching communication. They must be able to set up appropriate objectives for each child and to design curriculum and create and use instructional media to achieve the specific goals for each child.

Because a "head start" in communication is vital to the deaf child's educational progress, home teachers are needed to help mothers stimulate their deaf infants before they go to school. In fact, there is a shortage of well prepared teachers of the deaf at all levels. At present, the greatest need for teachers of the hearing impaired is at the high school level.

Teachers of the deaf and hard of hearing work in clinics, public schools, residential schools, private schools, instititutions, or in hospitals. Some financial assistance for preparation of teachers of the deaf and hard of hearing is available through the state and federal governments.

EMOTIONALLY DISTURBED

The emotionally disturbed child frequently has difficulty getting along in a regular classroom. There are many reasons why a child may be disturbed, but the main objective of the teacher of the emotionally disturbed is to work with children in a small group to give them protection and support in working through their conflicts and problems.

The teacher for disturbed children tries to understand, and teach - not "treat" the child. This teacher definitely needs patience, warmth, and a loving manner in order to handle these children.

Teachers of the emotionally disturbed work in public school programs, state hospitals, state residential schools and non-public institutions.

There are two basic types of programs: classroom and teacher counselor services. Classroom programs work with children on a part-time or full-time basis within the same school building. Teacher counselors are considered as itinerants in their job. Teacher counselors may work within one building or throughout all the buildings in the school district.

Programs in: INSTITUTIONAL PROGRAMS

Michigan has residential institutions that serve mentally handicapped, emotionally disturbed, deaf and blind children. Each of these institutions have educational programs for the handicapped children in residence.

State hospitals (emotionally disturbed), state home and training schools (mentally retarded), and the Michigan School for the Deaf and Michigan School for the Blind employ certified teachers that have approval in special education. In addition to the single handicap school programs, some institutions provide services for multi-handicapped children such as: blind-retarded, deaf-retarded, emotionally disturbed retarded, physically handicapped retarded, and blind-deaf children.

There are seven state institutions serving children whose major handicap is emotional disturbance. Nine institutions serve children with mental retardation as the primary handicap. There is also one institution for blind children and one for deaf children.

LEARNING DISABLED

Children who require special services in order to achieve their educational potential are usually served in "special education" programs. These physically, mentally, or emotionally handicapped children often have additional problems in perception, problems which interfere with effective learning.

Other children of average, above average, or near average intelligence--children who do not have other handicaps--may nevertheless be unable to interpret relationships in the world around them in such a manner as to succeed in school without some specialized instruction.

Nearly all of these children can be helped. Both general and special educators in Michigan are moving to develop diagnostic and prescriptive skills for the purpose of individualizing the instruction of these children. Coursework in these areas has become an important component in teacher education. However, special education programs designed exclusively for the learning disabled child are currently being operated only on a limited "experimental" basis.

MENTALLY HANDICAPPED

Educable

Approximately 15 to 20 children in every 1,000 enrolled in Michigan public schools are educable mentally handicapped. These children are in need of adapted and individualized educational programs which will help them achieve to their maximum potential.

The children learn through participating in stimulating and meaningful experiences. The teacher must be creative and use many aids and techniques to hold the interest of this child.

The teacher of the mentally handicapped should have emotional stability, creativity, resourcefulness, unlimited patience, warmth, and a sense of humor.

This child can be a useful and productive citizen in his community. You can help him become one.

MENTALLY HANDICAPPED

The Severely Mentally Retarded

Training programs for the severely mentally retarded have as their primary purpose the improvement of the level of functioning of these children. The focuses of training programs are in the areas of motor development, self-care skills, communication development and socialization skills.

There are employment opportunities for both professionally trained and high school graduates in Michigan's day training programs. Because of the specialized needs of these children, the training unit consists of one staff person to six children.

MENTALLY HANDICAPPED

Trainable

Children placed in a Trainable Program are those developing at approximately the rate of 1/3 to 1/2 of normal intellectual growth as determined by individual standardized intelligence tests.

Teachers working with these youngsters can expect to spend the major portion of their time working on social to manual skills and the least amount of time on academics. With proper educational training, many trainable youngsters can become wage earners through sheltered workshops or other closely supervised jobs in the community.

The teacher of the trainable is usually assisted by a para-professional aide, thus allowing for more individualized programming.

PROGRAMS FOR MULTICAPPED CHILDREN

These programs were first initiated in the 1969-'70 school year on an experimental basis. They are designed to provide an educational program for those children that are so severely multicapped that they cannot profit from any other ongoing program. The primary handicapping condition may be either mental or physiological with one or more secondary disabilities.

Teachers of multicapped children should possess a broad understanding of exceptional children with approval either in mental retardation, physically handicapped, or emotionally disturbed. Because of the severity of these multicapped children a low staff-pupil ratio is practiced. Teachers must also develop a positive community relations program relative to this endeavor.

OCCUPATIONAL THERAPY

The occupational therapist in a public school or state institution has much to offer handicapped children, particularly those with orthopedic involvements.

This professional person works under a doctor's prescription to help a child build strength and dexterity in those parts of his body which have been altered by disease, congenital deformities, or surgical procedures. He helps a child develop self-help skills, body image, and sensory awareness through the use of varied and attractive arts, crafts and game techniques, all of which have been carefully individualized for each child.

The school-employed occupational therapist is very much a part of the child's educational team, and needs to work closely with the teacher toward helping a child formulate and realize appropriate educational and vocational goals.

PARA-PROFESSIONALS

These personnel are employed to serve in a supportive role to the regular classroom teachers of trainable mentally handicapped, physically handicapped, and emotionally disturbed children. Persons employed in this capacity are not required to have a formal training sequence. They must, however, possess personal and social attributes which will enhance maximum educational development in the children.

The role involves assisting the teacher in all daily educational activities in academic feeding and playground activity where a low staff-pupil ratio is required. This position has gained broad acceptance in all low-incidence programs for the handicapped.

PHYSICAL THERAPY

A registered physical therapist is bound by the Code of Ethics of the American Physical Therapy Association to require referral by a physician or dentist before providing direct patient services to crippled children. The goal of physical therapy is to maximize the physical abilities of an impaired individual.

This therapist is responsible for the physical evaluation of each pupil and for planning an appropriate exercise or treatment program for him. These services to a school child may mean that he is taught how to walk or to take care of his personal needs in an independent manner. The therapist also makes sure that any necessary assistive devices are provided and used correctly.

The physical therapist is an important link between the child and his parents, and the medical profession. He coordinates related community services to benefit the child. He participates meaningfully as a member of the school staff in order to help each child develop toward the achievement of educationally and vocationally relevant goals.

SCHOOL PSYCHOLOGICAL SERVICE
(School Diagnostician Service
for the Mentally Handicapped Program)

The School Diagnostician Service is a specialized psychological service which provides assessment studies by which pupils may be selected for eligibility in the Educational Program for the mentally handicapped.

The school diagnostician serves in a consultant capacity to parents and to the school staff by assisting teachers and other school personnel to understand the problems and behavior characteristics of mentally handicapped pupils, and to work more effectively with them in the regular or special education classroom. Re-evaluation of all pupils in the mentally handicapped program should be made periodically--at least every two to three years is recommended.

Specific preparation at the graduate level is required.

SCHOOL SOCIAL WORK SERVICE

The School Social Work Service is one of the pupil personnel services which provides opportunities to work with pupils, their parents, and school personnel (and services in the community) in a helping relationship on an individual or group basis.

Work is done with any pupil who has problems of social and emotional adjustment from varied backgrounds, educational achievement, and those of different economic status and conditions. Emphasis in these changing times is placed on conferring with the school staff for better understanding of the pupil and better planning for his instructional program.

Professional preparation is a graduate program.

SPEECH CORRECTION

Speech correctionists are often referred to as clinicians, pathologists, or therapists. They diagnose, design, and carry out a plan of action to either prevent speech and language disorders or to help the individual improve his ability to communicate. They interpret their plan of action, not only to the individual, but also, to appropriate persons in the environment who can help him. Sometimes speech correctionists carry out some of their work more effectively with small groups. For the most part, they try to work with speech and language disorders which interfere with the individuals intellectual and personality development. They work with: (1) delayed or poor language development, (2) stuttering, (3) voice problems, (4) articulation difficulties which are not expected to be overcome through maturation, (5) learning disorders which affect speech and language, and (6) organic defects such as cleft-palate, hearing losses, and malformation of the speech mechanism.

Speech correctionists work in public and private schools, clinics, hospitals, philanthropic agencies and institutions..

VOCATIONAL REHABILITATION

There are over 200,000 individuals in Michigan who could benefit from vocational rehabilitation services. Each year over 10,000 physically and mentally handicapped reach age 18. The purpose of vocational rehabilitation is to help these handicapped individuals to be useful, more productive members of society by preparing them for gainful employment.

The rehabilitation process starts by obtaining medical, psychological, social and other diagnostic information. Using this baseline data, the counselor and the client work together to establish a plan of action designed to alleviate the vocational handicap or compensate for the limitation imposed by the individual's disability. Counseling and guidance, job placement and followup, as well as the coordination of physical restoration, vocational and personal training are the primary services provided by the rehabilitation counselor in helping his client become prepared for employment.

VOCATIONAL TRAINING FOR THE HANDICAPPED

Some students entering teacher training programs have a skill in one or more vocational education areas; i.e., agriculture, technical - distributive education, office practices, health occupations, trade and industry, or occupational home economics. Many of these students have either interest and/or experience in working with handicapped children and youth.

Under the Vocational Education Amendments of 1968 enacted by the U.S. Congress, 10% of the basic Federal Grant for Michigan is allocated for the instigation or improvement of vocational education programs for the handicapped.

Students interested in qualifying for these vocational education positions may major in vocational education and take a minor in the special education disability area of their choice, or a student may major in special education while taking related college courses in other desired occupational areas.

Vocational and special education teachers work as a team to individualize the instructional program and to develop a prescription for related special techniques. These procedures include a sequential education and skills training program for job entry skills in the community.